

POSITION DESCRIPTION

POSITION TITLE:	Wellbeing Liaison Officer
DIVISION / DEPARTMENT:	Student Recruitment and Services/ Learning and Information Services
CLASSIFICATION LEVEL:	PACCT Level 5
MODE OF EMPLOYMENT:	Ongoing
*LOCATION:	555 La Trobe Street, Melbourne
DATE:	August 2024



*Note that the incumbent may be required to operate from any work sites of the Institute

GENERAL INFORMATION ABOUT THE INSTITUTE

William Angliss Institute is the Government endorsed specialist training provider for the foods, tourism, hospitality and events industries and is recognised as Australia's leading provider of training for these key industry sectors. The Institute aims to provide excellent vocational education and training services for industry, students and government in Victoria, Australia and internationally.

Programs offered by William Angliss Institute range from one-day courses and weekend industry training, through to apprenticeships, nationally recognised certificates and two-year full-time advanced diploma programs. Specialist degree programs extend the Institute's portfolio to provide higher level business and management education. Close links with industry and continuing innovation in the delivery of services ensure the relevance of programs to today's workplace.

GENERAL INFORMATION ABOUT THE DEPARTMENT

The Learning and Information Services department provides a comprehensive and high quality range of student and information services including the Library, E-Learning Support (including student portal maintenance and development), Copyright, Access and Disability Services, Learning Advisors, Student Engagement, Apprenticeship support and Wellbeing and Counselling services.

The key area of responsibility of the Wellbeing and Counselling Services is to promote wellbeing and mental health across the Institute. Counsellors and Wellbeing staff help individuals achieve their personal, educational and career goals through the provision of professional counselling, referral and practical assistance in a respectful and consultative manner.

This position sits within the Wellbeing and Counselling Services team which offers:

- Short term counselling and secondary consultation services.
- Internship program – Intern Counsellors undertake professional placements under supervision.
- Welfare support and community referral.
- Wellbeing promotion activities.

PRIMARY PURPOSE & OBJECTIVES OF THE POSITION

- Be the initial point of contact for all general welfare and wellbeing enquiries to ensure the effective daily operations of the counselling services.
 - Provide support, crisis intervention, advice and referral to students regarding their welfare or mental health in conjunction with the Institute ~~pages~~ and in consultation with the Senior Counsellor.
 - Create, implement and monitor focused initiatives across the Institute that raise awareness
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and target the health and wellbeing needs of students to build on their positive engagement, success and overall satisfaction.

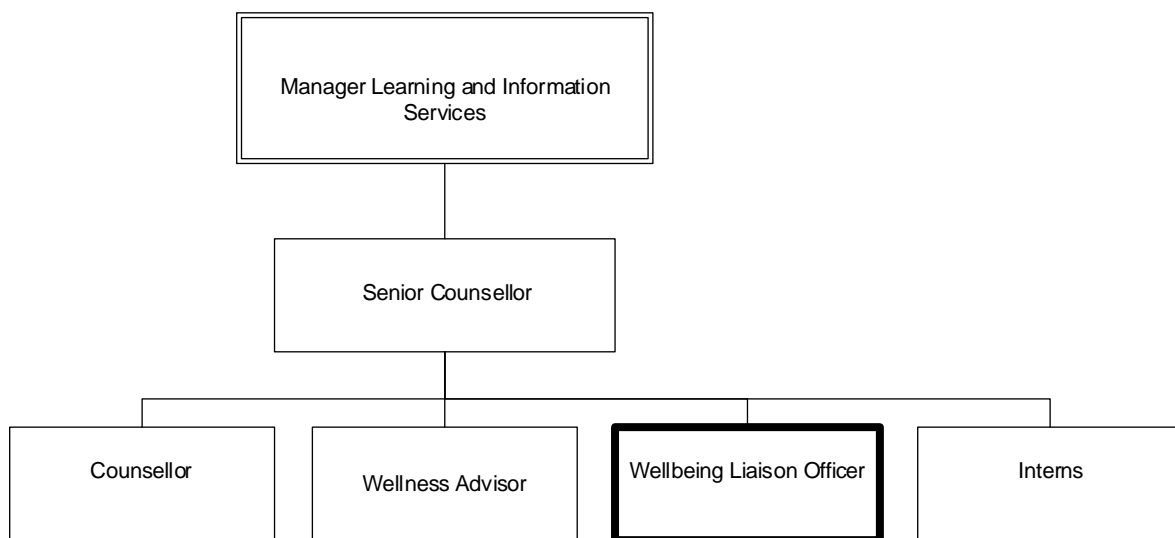
- Establish and maintain partnerships with key internal and external stakeholders to increase awareness, understanding and the skills of WAI staff in the area of wellbeing.

REPORTING RELATIONSHIPS

This position reports directly to the Senior Counsellor who reports to the Manager, Learning and Information Services.

There are three positions that also report to the Senior Counsellor and they are the Counsellor, Wellness Advisor and the Intern Counsellors.

This position will also be required to provide Task Supervision to Intern Counsellors on placement.



KEY DUTIES

- Provide a triage service for all incoming requests for counselling and welfare support, including risk assessment, crisis response, brief intervention, and referral to internal and external services e.g. legal services, mental health services, financial and emergency assistance, counselling services and other welfare agencies.
- Advocate on behalf of students when required with external welfare agencies (for example, Centrelink), and liaise with teaching staff or program leaders to address circumstances that impact on student engagement, retention and achievement.
- Provide secondary consultation and debriefing to Intern Counsellors as required
- Liaison with, collaborative care, and/or referral to internal and external services
- Service hardship fund, student fee payment plans, and second hand equipment.
- Group work and wellbeing promotion activities aimed at improving the wellbeing of the student population
- Keep accurate, timely, and confidential health records
- Liaise with external education providers for the procurement of counselling or social work students for the intern counselling program.
- Maintain relevant professional registration and/or standards.

Other Responsibilities:

- The incumbent can expect to be allocated duties not specifically mentioned in this document but within the capacity, qualifications and experience normally expected from persons occupying positions at this classification level.
- Specific performance objectives will be negotiated as part of the Institute's regular performance review process.
- The incumbent will be required to comply with the Institute and Public Sector Code of Conduct, Occupational Health and Safety Policy and Procedures, Child Safe Policy and Procedures, Diversity, Access and Equity Policy and all other relevant legislation, policy, procedures or practices.
- Be familiar and ensure compliance with the relevant state and territory Vocational Educational and Training (VET) Government Funding Contract at all times by meeting contractual requirements of the Contract(s) and ensuring all staff are aware of their responsibilities mandated by the Contract(s). Ensure that internal and external audit recommendations that relate to the relevant VET Government Funding Contract(s) are actioned and implemented on a timely basis and reported accordingly.

In accordance with the William Angliss Institute of TAFE PACCT Staff Enterprise Agreement 2023 (PACCT EBA), the following descriptions apply for PACCT LEVEL 5 positions:

EDUCATION, TRAINING AND EXPERIENCE

Education, Training and Experience means the type and duration of training which the duties of the classification level typically require for effective performance. Training is the knowledge through formal education, on the job instruction or exposure to procedures.

Relevant Degree and relevant experience; or lesser formal qualifications with substantial experience and specialist expertise or broad knowledge in technical and administrative fields; or a suitable combination of relevant qualifications and experience.

A broad knowledge of the various aspects of a specialist discipline or area of work, or a sound knowledge of specific aspects of a specialist discipline.

TASK LEVEL

Task Level means the type, complexity and responsibility of the tasks typically performed by staff within each proposed classification level.

Work independently within overall employer's policies and guidelines.

Provide specialist interpretation, advice and decisions based upon established operational practices, professional standards, policies and procedures.

Able to design, develop and trial procedures, equipment and systems. Apply analytical skills.

JUDGEMENT AND PROBLEM SOLVING

Judgement is the ability to make sound decisions, recognising the consequences of decisions taken or actions performed, and Problem Solving is the process of defining or selecting the appropriate course of action where alternative courses of action are available.

Perform work assignments guided by policy, precedent, professional standards and/or technical expertise.

Often, complex or technical problems need to be solved with some creativity or originality by selecting the particular method for solution from a range of available alternatives and by using

knowledge acquired through relevant experience.

Contribute to the development, redefinition and interpretation of policy within the immediate work group.

Take responsibility for outcomes of the work group. Undertake planning involving resource use and develop proposals for resource allocation.

SUPERVISION AND INDEPENDENCE

Supervision and Independence means both the way in which positions are supervised, managed or held accountable, and the degree of independence which applies in supervising or managing other staff or contractors. Independence is also the extent to which a staff member can work independently without supervision or direction.

Guidance and supervision to the employee will be at a general level. The employee may have supervisory and line management responsibility for a work area.

The employee may work independently on specific projects or on complex technical tasks.

ORGANISATIONAL RELATIONSHIP AND IMPACT

Organisational Relationship and Impact means the level of knowledge and awareness of the organisation, its structure and functions that would be expected in the performance of the duties of the position, and the purposes to which that organisational knowledge and awareness may be put.

Detailed knowledge of the area of work and broad knowledge of other associated areas.

Regular liaison with other areas of the employer to impact upon decision making/service provision process.

Contribute to the development of policy.

INTERPERSONAL SKILLS

Interpersonal Skills means the level of communication skills both verbal and written and the scope of the circumstances where the staff member is expected to use these skills.

Ability to gain co-operation and assistance from others, including outside welfare agencies, clients and members of the public, to achieve the identified objectives.

Within the field of expertise, provide input to influence the decisions within the work area and their impact on other functions I areas.

Capable of liaising, on an individual and team basis, with employees at all levels of the employer and with counterparts in other organisations to discuss specialist matters and with other employees to resolve intra-organisational problems

Note: PACCT Staff at this level must also be competent in meeting criteria detailed for the previous level as per Schedule 2 of the PACCT EBA.

KEY SELECTION CRITERIA

Qualifications

- Bachelor Degree or higher in Social or Youth Work, or Psychology and relevant professional registration.
- Completion of training in suicide intervention e.g. Safe Talk, ASIST.

Experience, Knowledge, and Skills

- Minimum two years' experience in the delivery of evidence based psychosocial assessment and brief intervention within a mental health, welfare, wellbeing, or related field.
- Understanding and experience in best-practice approaches for crisis response, suicide prevention and early intervention strategies.
- Strong working knowledge of referral networks relevant to the needs of students, and capacity to continue to grow relationships with external community services.
Highly developed interpersonal, written and verbal communication skills, including sound problem solving and negotiation skills.
- Knowledge and understanding of relevant legislation, policies, and ethical codes.
- Strong organisational and time management skills with an ability to prioritise tasks, meet prescribed deadlines and concurrently manage a number of competing tasks.
- Highly developed interpersonal, written and verbal communication skills, including the capacity to adapt practice to meet the needs of students from a wide range of cultural backgrounds and social locations.
- Demonstrated behaviours that align with the William Angliss Institute Values.

DESIRABLE SELECTION CRITERIA

- A sound knowledge of common mental health issues and psychosocial stressors faced by tertiary students, particularly international students
- Completion of Mental Health First Aid Training or willingness to work towards

SPECIAL CONDITIONS

Provision and or willingness to obtain an *Employee Working with Children Check* prior to commencement. The incumbent will be required to renew prior to expiry date of current check whilst employed by the Institute.

Provision and or willingness to obtain a Police Check prior to commencement and renewal every five years thereafter.

WILLIAM ANGLISS INSTITUTE STRATEGY 2024 - 2028

Our Vision:

To be Australia's recognised first choice educational provider of foods, tourism, hospitality and events skills and knowledge.

Our Mission:

To deliver the highest quality specialist skills and education to inspire and empower a diverse community of learners.

Our Business Strategy:

Our Vision and Mission drive the business strategy of the Institute. As a specialist provider unique in Australia's post-secondary education landscape differentiation is central to William Angliss Institute's business strategy.

Differentiation Includes:

- being recognised for the quality of the student experience
- being recognised for the capability of our graduates
- actively applying innovation within our programs
- being recognised for facilitating lifelong learning
- further development of transnational educational delivery through an off-shore network
- a commitment to applied research

Differentiation will support:

- growing in a manageable and profitable manner
- practising sustainable development
- celebrating our expertise
- continuing to build successfully on our heritage, our industry, our people, our community and our alumni

William Angliss Institute acknowledges the traditional owners of the land on which our campus facilities are based and through our actions seek to share and build knowledge across our staff and students with respect to First Nations culture.

Focus Areas:

William Angliss Institute's Strategic Plan 2024- 2028 has five focus areas. They are:

1. Enhancing the Student Experience
2. Fostering Education Excellence
3. Optimising International Opportunities
4. Engaging with Industry, Community and Alumni
5. Being Sustainable

Institute Values

Personal Responsibility:	accountable, responsive, with integrity, respect and impartiality and acknowledging human rights
Inspiration:	passionate, stimulating and optimistic
Empowerment:	nurturing, encouragement and challenging
Community:	sharing, partnership and connections
Expertise	Leadership, innovation and industry practice